Mark Georges

Annotated Bibliography

Guthrie, J., & Davis, M. (2003). Motivating struggling readers in middle school through an engagement model of classroom practice. *Reading and Writing Quarterly*, *19*(1), 59-85. Retrieved from <http://www.education.umd.edu/Depts/EDHD/faculty2/Guthrie/reading.pdf>

This article examines the reasons why middle school students struggle with and become disengaged from reading. Among the causes, this article lists: reading instruction being disconnected from English class content making reading become a tedious chore, textbooks are daunting to students, students must read and respond with criticism or outlining rather than personal reactions, teacher control eliminates student freedom of choice, and students are too removed from support from teachers and peers. This study compared all third, fifth, and eighth grade students in Maryland through self reported questionnaire forms. This study found that through the application of certain strategies, teachers could be more effective in helping students become better readers. These strategies include: using rich knowledge goals as the basis for reading instruction, using real-world interactions to connect reading to student experiences, providing students a diverse source of reading materials that are interesting to them, allowing for choice among those materials, giving direct instruction for important reading strategies, and encouraging collaboration in many aspects of learning. This goes along with some of the strategies we are leaning in class geared at making reading a more personal and engaged activity. In creating the right reading program, we, as educators, can get our students back on track to being lifelong readers.

Stevens, R. (2003). Student team reading and writing: A cooperativce learning approach to middle school literacy instruction. *Educational Research and Evalulation*, *9*(2), 137-160. Retrieved from [http://moormangb.ced.appstate.edu/5710\_s11/seminar 3 articles/cooperative\_learning.pdf](http://moormangb.ced.appstate.edu/5710_s11/seminar%203%20articles/cooperative_learning.pdf)

This study examined the results of a project conducted in a large urban school district. It compares the reading results from two schools that have introduced a Student Team Reading and Writing system (STRW) to three comparison schools that continued to use the conventional approach for that district. The program included: a cooperative learning classroom process, a literary anthology for high interest reading material, explicit instruction in reading comprehension, integrated reading with writing and language arts instruction, and using a writing approach to language arts. The results from this study indicate that the students who participated in a STRW program had significantly higher achievement in reading vocabulary, reading comprehension, and language expression. Through the use of these strategies, students could truly benefit in a more engaged classroom setting. This mirrors the kind of strategies we have been learning about in class about the reading zone. The more students are involved and engaged the reading process, the better they will perform.

Pearson, P., Ferdig, R., Blomeyey, Jr, R., & Moran, J. U.S. Department of Education, (2005). *The effects of technology on reading performance in the middle-school grades: A meta-analysis with recommendations for policy*. Retrieved from Learning Point Associates website: <http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED489534&ERICExtSearch_SearchType_0=no&accno=ED489534>

This study compared the findings of twenty research articles containing 89 effect sizes related to using digital tools and learning environments in an effort to enhance literacy acquisition. These focused on the following areas: strategy use, meta-cognition, reading motivation, reading engagement, and reading comprehension. This study defined technology as the use of a wide range of media sources including: images, video and audio clips, hypertext, hypermedia, Web pages, learning environments, and particular formats of presenting information to students. Given the relationship between youth and technology, it is clear from the examination of these articles that inclusion of various technology aspects into the classroom environment would have a positive impact on the student’s performance. Students are turning more and more to the internet as their source of information, and they see them as relevant to their own daily lives. The study concluded that while the use of technology in the classroom has a positive effect overall, further study was warranted. I think this goes along with what we are learning as well in that teachers need to create meaningful interactions in reading instruction. If students can use technology that they use daily, the material would be more affective to them, and a greater level of engagement could be achieved.